

139 5928
5
LIBRARY
DEPARTMENT OF THE INTERIOR

U.S. BUREAU OF EDUCATION

BULLETIN, 1921, No. 23

* OCT 18 1921 *

U.S. DEPT. OF EDUCATION

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

206

MAY-JUNE, 1921



National Institute of Education
D H E W

MAR 2 1978

Educational Research Library

WASHINGTON
GOVERNMENT PRINTING OFFICE
1921

ADDITIONAL COPIES
OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.
AT
5 CENTS PER COPY

0010130138441

L 111 .A6 1921 no.23-53

Bulletin (United States.
Bureau of Education)

Bulletin

L
111
REG
1921 NO. 23-53

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teacher training—Teachers' salaries and professional status—Higher education—School administration—School management—School buildings and grounds—School hygiene and sanitation—Sex hygiene—Physical training—Play and recreation—Social aspects of education—Moral and religious education—Manual and vocational training—Vocational guidance—Commercial education—Professional education—Civic education—Americanization—Education of service men—Education of women—Negro and Indian education—Exceptional children—Education extension—Libraries and reading.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

The issues of the record for May and June, 1921, are combined in the present double number. Publication of the record is now suspended for the summer.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

726. Association of colleges and secondary schools of the Southern states. Proceedings of the twenty-fifth annual meeting, Chattanooga, Tenn., December 2-3, 1920. Tulane university press, New Orleans [1921?] 114 p. 8°. (Edward A. Bechtel, secretary, New Orleans, La.)

Contains: 1. J. P. McCallie: The need of moral and religious training in school and college and how to meet it, p. 53-67. 2. G. F. Zook: The problem of teacher supply, p. 74-84. 3. A. Beziat: Modern methods of teaching French, p. 97-110.

727. National education association. Addresses and proceedings of the fifty-eighth annual meeting held at Salt Lake City, Utah. July 4-10, 1920. vol. 58. Pub. by the Association, Secretary's office, Washington, D. C., 1920. 724 p. 8°. (J. W. Crabtree, secretary, Washington, D. C.)

General sessions.—Contains: 1. G. D. Strayer: A national program for education, p. 41-48. 2. P. P. Claxton: Adequate pay for teachers, p. 55-58. 3. Florence E. Ward: The farm woman's problems, p. 75-79. 4. T. D. Wood: The nation's duty to the health of the school children, p. 79-81. 5. G. A. Iverson: The school board's place in the educational system, p. 88-89. 6. E. O. Sisson: Definite objectives in education, p. 100-103.

National Council of Education.—7. H. B. Wilson: City systems, p. 113-16. 8. A. H. Chamberlain: Thrift readjustment and progress, p. 117-20. 9. Adeleade S. Baylor: The next step in the study of consolidation, p. 138-41. 10. Joseph Swain: Preliminary report on tenure of teachers, p. 147-54. 11. A. H. Chamberlain: The salary situation with remedies, p. 154-58. 12. Harlan Updegraff: Participation of teachers in management, comparison of theories, and suggested study for their evaluation, p. 180-84.

Department of Kindergarten Education.—13. Jeannette Ezekiels: Kindergarten makes adequate provision for the children's physical development, p. 193-96. 14. Individual differences in kindergarten children, p. 198-202.

Department of Secondary Education.—15. J. O. Engleman: The high school's part in the making of a greater America, p. 209-12. 16. Marie Gugle: Some problems of the junior high school, p. 217-21. 17. H. M. Shafer: The six-year unified high school versus the senior and junior high schools, p. 221-26.

Department of Higher Education.—18. G. F. Zook: The emergency in higher education, p. 231-35.

Department of Rural Education.—19. M. S. Pittman: Zone plan of supervision, p. 289-92.

Department of Classroom Teachers.—20. Elizabeth A. Woodward: Brief view of one year's experience in New York state with classes for non-English-speaking women, p. 345-48. 21. Sara H. Fahey: Teacher's salary as a factor in establishing caste, p. 351-55.

Library Department.—22. J. D. Wolcott: Some plans in operation for stimulating home reading by school children, p. 383-85. 23. Irma M. Walker: Present status of the high-school library in the United States, p. 387-90.

Department of Superintendence.—24. R. W. Himelick: Current tendencies and problems in education, p. 424-28. 25. A federal department of education: I. W. P. Burris, p. 444-49. II. W. C. Bagley, p. 449-58. 26. L. D. Coffman: Teachers' associations, p. 458-65. 27. A. L. Hall-Quest: Supervised study in the grades, p. 502-4. 28. W. D. Lewis: Teaching citizenship, p. 531-35. 29. Teachers' salaries and salary schedules in the United States, 1918-1919, prepared for the Commission on the emergency in education by E. S. Evenden, p. 537-702.

EDUCATIONAL HISTORY AND BIOGRAPHY.

728. Burton, H. E. The elective system in the Roman schools. Classical journal, 16: 532-35, June 1921.

Historical sketch of the elective system in the schools of Rome in the first century after Christ.

729. Wolff, Maurice. Napoléon I^{er}, Fontanes et l'université impériale. Revue universitaire, 30: 347-55, May 1921.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

730. Coffman, Lotus D. The reconstruction of American education. Ohio teacher, 41: 355-58, April 1921.

Answers such questions as How can public education be best financed? Shall we have more or less knowledge; higher or lower moral standards?

731. **Davidson, P. E.** The socialists on equality of educational opportunity. *School and society*, 13: 396-409, April 2, 1921.
 Author gives the opinions of a number of socialists regarding how equality of educational opportunity may best be obtained.
732. **Henderson, Hanford.** The new education. *North American review*, 213: 644-55, May 1921.
 Criticises modern education under what he calls "the sophistries of school practice growing out of that phrase so dear to modernist ears 'the rights of thy child,' and to the incomplete and fragmentary culture which colleges offer under the pseudo-liberalism of the elective system." Emphasizes the advantages of the prescribed course.
733. **Kirkpatrick, W. H.** The demands of the times upon our schools. *Teachers college record*, 22: 127-136, March 1921.
 Education to meet its full duty must order itself in relation to the social group as a whole.
734. **Miller, Paul G.** School progress in Porto Rico. *Survey*, 46: 216, May 14, 1921.
 Statistics based on the three Federal censuses of 1890, 1910, and 1920, by the commissioner of education of Porto Rico.
735. **Pearce, J. E.** The reorganization of education. *Southwestern school review*, 1: 5-8, April 1921.
 The author does not advocate putting things out of the school curriculum, but would put a different emphasis on many subjects. Speaks of the over-emphasis upon languages and the under-emphasis upon science.
736. **Reisner, E. H.** National education in an international world. *School and society*, 13: 563-72, May 14, 1921.
 After a discussion of the development of the systems of national education in France and Prussia, the author goes on to describe how education can best serve toward and in the international world.
737. **Stetson, Fred L. and Almack, John C.** County school systems of Oregon, ranked in the order of their efficiency under measurements used by the Russell Sage foundation. Salem, Oreg., State printing department, 1921. 26p. graphs, tables. 8°.
738. **Stevenson, J. J.** Education and unrest. *School and society*, 13: 421-27, April 9, 1921.
 Discusses the problems which now confront education.

FOREIGN COUNTRIES.

Latin America.

739. **Brainerd, Helen L.** Latin-American students, the nation's guests. *Bulletin of the Pan American union*, 52: 367-71, April 1921.
740. **Shoens, George T.** Report on the public school system, including a survey and recommendations. Managua, Nicaragua, Tipografia Alemana de C. Heuberger [1920] 83p. 8°. (Republic of Nicaragua, ministry of public instruction, office of the educational adviser)

France.

741. **Derôme, Juvénal.** L'enseignement des notions scientifiques à l'école primaire élémentaire, *Revue pédagogique*, 78: 235-64, 327-56, April, May 1921.
742. **Hardy, Georges.** L'éducation française au Maroc. *Revue de Paris*, 28: 773-88, April 15, 1921.

743. Institute of international education. Opportunities for higher education in France. New York, 1920. cover-title, 144p. 12°.
 CONTENTS: The French system of public instruction.—The American student in France.—The French universities.—Other institutions of higher learning.—Descriptions of individual institutions.
744. Machat, F. La natalité en France et les éducateurs. I.—La question de la dépopulation, doit-elle et peut-elle être traitée à fond dans les écoles? *Éducation*, 12: 639–47, June 1921.

Germany.

745. Gaudig, Hugo. Die deutsche schule innerhalb der nationalen kulturentwicklung der zukunft. *Zeitschrift für pädagogische psychologie und experimentelle pädagogik*, 22: 1–5, January–February 1921.
746. Saupe, Walther. Das wertproblem in seiner bedeutung für die innere organisation des höheren schulwesens. Gedanken zur reform von lehrplan und lehrfach. *Zeitschrift für pädagogische psychologie und experimentelle pädagogik*, 22: 87–103, March–April 1921.

Italy.

747. McKenzie, Kenneth. Opportunities for higher education in Italy. New York, 1921. 61p. 8°. (The Institute of international education, 2d. ser. Bulletin no. 2)

Switzerland.

748. Widemer, Marie. Schools and school life in Switzerland. *Progressive teacher*, 27: 13–18, May 1921.
 An illustrated account of Swiss schools.

Czechoslovakia.

749. Lasker, Bruno. [School system of Prague.] In Prague's window to the west. *Survey*, 46: 343, June 11, 1921.

India.

750. Vander Schueren, T. The education of Indian boys of the better or upper class families. *Asiatic review*, n. s. 17: 47–63, January 1921.
 A paper read at a meeting of the East India association, in London, October 25, 1920, by Father T. Vander Schueren, S. J. Discussion on the paper, p. 67–77.

Far East.

751. Burgess, John S. New tools in old China. *Survey*, 46: 238–39, May 21, 1921.
 Discusses the efforts in China to popularize the mandarin or spoken language in written form. This intellectual movement, inaugurated in 1919, has been called the Chinese renaissance.
752. ——. Opinion in China. *Survey*, 46: 108–10, April 23, 1921.
 Influence of teachers and students in the colleges and high schools of Peking in advancing democracy in China.

753. **Dewey, John.** New culture in China. Asia, 21: 581-86, 642, July 1921. illus.

Describes the "student" movement in China for a new culture, in which what is best in western thought is to be freely adopted—but adapted to Chinese conditions, employed as an instrumentality in building up a rejuvenated Chinese culture. Dr. Dewey thinks the new culture movement provides one of the firmest bases for hope for the future of China.

754. **Fleming, D. J.** Some aspects of the Philippine educational system. International review of missions, 10: 249-59, April 1921.

EDUCATIONAL THEORY AND PRACTICE.

755. **Autin, Albert.** Autorité et discipline en matière d'éducation. Avec une préface de M. Jules Payot. Paris, F. Alcan, 1920. 136p. 12°. (*On cover: Bibliothèque de philosophie contemporaine*)

Bibliographie: p. 131-34.

756. **Bernard, Paul.** Comment on devient un éducateur; à travers la vie scolaire. Paris, F. Nathan, 1920. 382p. 12°.

757. **Charters, W. W.** Educational aims, ideals, and activities. Journal of educational research, 3: 321-25, May 1921.

Says that those who advocate social efficiency as the aim of education should determine: "First, the ideals of socially efficient individuals; second, the fundamental physical and mental activities carried on by the people of the United States; and third, by a process of laborious analysis to discover exactly what important specific activities shall be taught and what ideals shall control in the performance of each."

758. **Dewey, Evelyn.** The new education: I. Its trend and purpose. II. The modern school. Nation, 112: 654-55, 684-85, May 4, 11, 1921.

First article discusses the trend and purpose of modern education; the adaptation of the school to real life, etc. Second article develops the theme of reorganization of education so that every child shall have "the real experiences that are necessary to enable him to be an efficient, independent, and creative member of society."

759. **Garnett, James Clerk Maxwell.** Education and world citizenship; an essay towards a science of education. Cambridge, At the University press, 1921, x, 515 p. diagrs, fold. chart. 8°.

In the light of modern knowledge of physiological psychology, this study attempts to formulate a few simple and general principles of education, and so to approach nearer to a science of education. The writer holds that a perfect system of education must be world-wide: or, at least, that in the interests of human progress, the ultimate aim of education should be the same the world over. The book is divided into three parts: (1) Introductory and historical: (2) The aim of education; (3) A system of education designed to achieve the aim just set forth.

760. **Gerould, Katharine Fullerton.** What constitutes an educated person today? Atlantic monthly, 127: 744-48, June 1921.

According to the writer, the minimum for an educated person is ability to use one's native language correctly; a general notion of the problems of the race, and an idea of how the race has tried to solve some of them—either mental, spiritual, political or physical; also some degree of orientation in time.

761. **Poitrinal, L.** Pédagogie pratique; à l'usage des instituteurs et des candidats au certificat d'aptitude pédagogique. Paris, A. Colin, 1921. 313 p. 12°.

762. Richards, Albertine A. Motive in education. *Pedagogical seminary*, 28: 60-72, March 1921.
 Concludes that the child who is not motivated may acquire a rudimentary education, but he has also learned to be satisfied with an occupation which does not enlist all his powers. Deprecates the thwarting of desire and the constant interruption of self-selected activity in the education of children.
763. Snedden, David. Specific varieties of mental discipline as objectives of school education. *Educational administration and supervision*, 7: 255-66, May 1921.
 Says that educators should endeavor to disentangle from our contemporary vocational, civic, and cultural life those objectives of mental discipline of importance to our civilization which can be made objectives of school education. Discusses the requirements for vocations, civic life and culture.
764. Vial, Francisque. *La doctrine d'éducation de J. J. Rousseau*. Paris, Delagrave, 1920. 208 p. 12°.
765. Wells, H. G. *The salvaging of civilization; the probable future of mankind*. New York, The Macmillan company, 1921. 199p. 12°.
 In this book the author outlines measures of educational reconstruction tending, in his belief, toward the establishment of a wide-thinking, wide-ranging education upon which a new world order may be based.
766. Yeomans, Edward. *Shackled youth; comments on schools, school people, and other people*. Boston, The Atlantic monthly press [1921] 138p. 12°.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

767. Adams, Henry Foster. *The mythology and science of character analysis*. Scribner's magazine, 69: 569-75, May 1921.
768. Briffault, Robert. *Psyche's lamp; a revaluation of psychological principles as foundation of all thought*. London, G. Allen & Unwin, Ltd.; New York, The Macmillan company [1921] 240p. 12°.
769. Keener, E. E. Value of fighting instinct. *Southern school journal*, 32: 12-17, May 1921.
 A review of the situations which arouse the fighting instinct and how the teacher can deal with some forms of its expression.
770. Paton, Stewart. *Human behavior in relation to the study of educational, social, and ethical problems*. New York, C. Scribner's sons, 1921. 465 p. 8°.
771. Payot, Jules. *Le travail intellectuel et la volonté, suite à "L'éducation de la volonté"*. Paris, F. Alcan, 1921. 272p. 8°. (*On cover: Bibliothèque de philosophie contemporaine*)
772. Pfister, Oscar. *La psychanalyse au service des éducateurs. Conférences faites à un cours de vacances de la Société pédagogique suisse; traduites par les soins de Pierre Bovet*. Berne, E. Bircher, 1921. vii, 208p. 8°.
773. Tucker, D. Leslie. Psychoanalysis and education. *Journal of education and School world* (London) 53: 281-83, May 2, 1921.
 Says that "the psychoanalyst joins forces with all who preach vocation, and that every individual must find the one vocation to which his own psychology calls him."

EDUCATIONAL TESTS AND MEASUREMENTS.

774. **Alexander, Carter.** Presenting educational measurements so as to influence the public favorably. *Journal of educational research*, 3:345-58, May 1921.
 Says that measurement workers are prepared as are no other schoolmen to present educational needs to the public. Discusses methods of publicity.
775. **Allen, Elbert.** Graphical representation of grades of high school pupils. *School review*, 29: 467-71, June 1921.
 Describes a set of three cards upon which test grades may be graphically represented, as used in the department of mathematics in the University high school of the University of Chicago.
776. **Bracewell, Ray H.** The Freeman-Rugg general intelligence tests as an aid to economy in school administration. *School review*, 29: 460-66, June 1921.
 Effect of tests in the Burlington high school, Burlington, Iowa. For the purpose used they have, says the writer, "a high degree of reliability."
777. **Bright, I. J.** The intelligence examination for high school freshmen. *Kansas teacher*, 13: 7-11, May 1921.
 Concludes that the Terman group intelligence examination is well adapted to high-school freshmen, and the application of intelligence tests to first-year high-school classes is practicable and necessary.
778. **Buckingham, B. R.** Intelligence and its measurement: a symposium. *Journal of educational psychology*, 12: 271-75, May 1921.
 Other contributions to the symposium are contained in the April issue. The writer discusses the nature of intelligence and its measurement.
779. **Chassell, Clara F. and Laura M.** A survey of the three first grades of the Horace Mann school by means of psychological tests and teachers' estimates, and a statistical evaluation of the methods employed. *Journal of educational psychology*, 12: 243-52. May 1921.
 Part 2 of an article published in the February number. It records "the correlations obtained between the various measures, evaluating them by comparing them with a composite of all the measures utilized, and giving a detailed account of the statistical methods employed in the conversion of these measures into mental ages."
780. **Douglass, Harl Roy.** The derivation and standardization of a series of diagnostic tests for the fundamentals of first year algebra. [Eugene, Or.] The University, 1921. 48p. 8° (On cover: University of Oregon publication, vol. 1. no. 8)
 Bibliography : p. 47-48.
781. **Freeman, Frank N.** The bearing of the results of mental tests on the mental development of the child. *Scientific monthly*, 12: 558-76, May 1921.
 Discusses age progress in particular intellectual functions and in general or composite functions; relation of age progress to individual differences, correspondence between physical and mental development, etc.
782. —. The scientific evidence on the handwriting movement. *Journal of educational psychology*, 12: 253-70, May 1921.
 The method used in this test consisted of photographing the movement of the hand and arm by a kinetoscopic camera.

783. Gates, Arthur I. The true-false test as a measure of achievement in college courses. *Journal of educational psychology*, 12: 276-87, May 1921.
Discusses the usefulness of intelligence and educational tests., etc.
784. Haggerty, M. E. Recent developments in measuring human capacities. *Journal of educational research*, 3: 241-53, April 1921.
Reviews the accomplishments of the year in mental measurements; the extension of intelligence examinations in public schools; the development of rating scales for teachers and pupils, etc. Address of the retiring president of the National association of directors of educational research, March 3, 1921.
785. Harvey, N. A. A mental survey of the training school. *American schoolmaster*, 14: 176-84, May 1921.
A comparison of the Otis tests and the Army tests.
786. Kelley, Truman L. The reliability of test scores. *Journal of educational research*, 3: 370-79, May 1921.
An endeavor to show the need of a standardized procedure in measuring the reliability of the tests which are in use.
787. Malherbe, E. G. New measurements in private schools. *Survey*, 46: 272-73, May 28, 1921.
Describes a survey of the Foxwood school, Flushing, L. I., which has recently been reorganized. The pupils have been classified on scientific lines.
788. Monroe, Walter S. Report of division of educational tests for '19-20. Urbana, Illinois, The University of Illinois [1921] 64p. 8°. (Bureau of educational research. Bulletin no. 5 [University of Illinois bulletin, vol. xviii, no. 21])
789. Peterson, Joseph. Methods of interpreting results in the Cleveland arithmetic tests. *Journal of educational research*, 3: 280-92, April 1921.
790. Pressey, S. L. Scale of attainment no. 2; an examination for measurement in history, arithmetic, and English in the eighth grade. *Journal of educational research*, 3: 359-69, May 1921.
Presents an examination for measuring achievement in the "promotion" subjects, in the last year of the elementary school, and for comparing graduation standards.
791. Town, Clara H. Analytic study of a group of five and six-year-old children. Iowa City, The University [1921] 87p. incl. tables, diagrs. 8°. (University of Iowa studies in child welfare vol. I, no. 4. [University of Iowa studies, 1st ser., no. 48. May 1, 1921])
792. West, Roscoe L. An experiment with the Otis group intelligence scale in the Needham, Massachusetts, high school. *Journal of educational research*, 3: 261-68, April 1921.
Says there was a very definite tendency for the youngest pupils to make the best records; and that there was a fairly high correlation between the Otis test and the teachers' marks.
793. Witham, Ernest C. Rating the general appearance of primary number work. *Journal of educational research*, 3: 278-79, April 1921.

SPECIAL METHODS OF INSTRUCTION.

794. Dyer, W. P. Some standards for home-project work in agriculture. *School review*, 29: 451-59, June 1921.
Home-project work of pupils who have received agricultural instruction in Smith-Hughes departments of high schools, 1919-20.

795. Grinstead, W. J. The project method in beginning Latin. *Classical journal*, 16: 308-398, April 1921.
796. Landsittel, F. C. Giving effectiveness to observation work. *Educational administration and supervision*, 7: 284-90, May 1921.
Advocates the following order of activities: (1) Setting the problem, with development of principal leads to its solution; (2) individual study; (3) brief group meeting preparatory to observation; (4) observation; (5) final group study and individual written report.
797. Lasher, G. S. The project method: giving purpose to English composition. *Illinois association of teachers of English. Bulletin*, 13: 1-14, April 1, 1921.
Illustrates by concrete examples how projects arise and are worked out.
798. Lott, H. C. Teaching by the project method. *American schoolmaster*, 14: 185-191, May 1921.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

799. Gilliland, A. R. A photographic method for studying reading. *Visual education*, 11: 21-26, 55, February 1921.
The purpose of the article is to point out some problems of reading and describe how they have been solved.
800. Gray, W. S. The diagnostic study of an individual case in reading. *Elementary school journal*, 21: 577-94, April 1921.
An investigation of a fourth-grade boy who was unable to read effectively.
801. Hawley, William E. The effect of clear objectives on the teaching of reading. *Journal of educational research*, 3: 254-60, April 1921.
Study based on tests made in the fall of 1919 at the Francis Parker school. The Monroe, Courtis, and Gray tests were used.
802. Horn, Ernest. A constructive program in silent reading. *Journal of educational research*, 3: 336-44, May 1921.
Discusses constructive programs in speed, organization, and remembering.
803. Kirby, Thomas J. A study of silent reading in Western Pennsylvania . . . Pittsburgh, Pa., Press of Smith bros. co., inc. [1920] 37p. incl. tables, diagrs. 8°. (University of Pittsburgh bulletin. Announcement series, vol. 16, no. 17)
At head of title: University extension, 1920-1921.
804. Lewis, W. D. and Rowland, A. L. Silent reading. *Southern school journal*, 32: 17-21, May 1921.
"Silent reading is an almost universal process of thought gathering by civilized man."

ENGLISH AND COMPOSITION.

805. Barnes, Harold. Teaching children to write verse. *Normal instructor and primary plans*, 30: 28, 71, May 1921.
An effort to write verse develops in the child a constructive, creative imagination.
806. Brown, Rollo Walter, ed. *The writer's art; by those who have practiced it*. Cambridge, Harvard university press, 1921. xv, 357p. 12°.
Twenty-eight essays chosen from the writings of successful authors, on the technique of composition. Among these authors are William Hazlitt, Sidney Dobell, Frank Norris, Henry James, Joseph Conrad, Guy de Maupassant, and Sir Arthur Quiller-Couch.

807. **Certain, C. C.** By what standards are high school pupils promoted in English composition? *English journal*, 10: 305-15, June 1921.
 Endeavors to show the extent to which experienced teachers of English may vary in their opinions as to a satisfactory "passing standard" in composition for each of the four grades of high school.
808. **Hetel, Margaret H.** Value of English in secondary schools. *Education*, 41: 673-80, June 1921.
809. **Ryffel, Grace H.** Group projects in upper-grade composition. *English journal*, 10: 337-40, June 1921.
 Describes the work of a "junior arts and crafts exposition" in the Wyman school, St. Louis, Mo.
810. **Smith, Homer J.** English in part-time classes. *English journal*, 10: 247-55, May 1921.
 Discusses the aims of part-time classes; students, groups, and courses; and chances to serve, etc.
811. **Williams, Stanley T.** The parent of schoolboy novels. *English journal*, 10: 241-46, May 1921.
 Says that Tom Brown's school days is not only the parent of all schoolboy novels, but the best of its kind. A copy is still given to every boy at Rugby.

LITERATURE.

812. **Downey, June E.** Have you any imagination?—Here's a test. *Independent*, 417-48, 468-69, April 30, 1921.
 Describes a test for literary imagination, and the ability to write fiction.
813. **Skinner, Margaret M.** Five weeks' intensive study of the drama with high school seniors. *English journal*, 10: 268-73, May 1921.
 Describes an experiment in the high school of the University of Wisconsin.

ANCIENT CLASSICS.

814. **Brelet, Henri.** Vers la véritable culture classique. *Revue internationale de l'enseignement*, 41: 99-116, March-April 1921.
 On classical education in France with reference to the plan of studies of 1902.
815. **Donnelly, Francis P.** Keep the classics but teach them. *America*, 25: 179-81, June 11, 1921.
 Says that if the art of self-expression is the best test of education, then Greek literature, the finest masterpiece of self-expression, should remain, and Greek literature should be taught, as for centuries it was taught, with interpretation and translation furnished to the student, leaving the time of training to be devoted not to special sciences proper to the university, but to the general training in appreciation and expression.
816. **Stafford, Russell H.** The humanities in modern education. *Classical journal*, 16: 477-87, May 1921.
 A plea for the classics, history and ethics in the modern curriculum.

MODERN LANGUAGES.

817. **Cline, E. C.** A theory and a foreign language course. *Modern language journal*, 5: 435-43, May 1921.
 Discusses the foreign language work in the junior high school of Richmond, Ind.
818. **Morgan, B. Q. and Kerster, James.** Bibliography of modern language methodology in America for 1919. *Modern language journal*, 5: 402-5, April 1921.

819. National teachers' seminary, Milwaukee, Wis. Monatshefts für deutsche sprache und pädagogik . . . Schriftleiter: Max Griebsch. Jahrbuch, 1920. Milwaukee, Wis., National teachers' seminary [1921] 72p. 8°.
820. Ogden, R. M. The future of modern language in the high school. Modern language journal, 5: 353-64, April 1921.
Contends that a continued decline in support and interest in modern languages may be expected if the standards of efficiency in teaching such studies are not kept at a high level.
821. Whitney, Marian P. Random notes of a modern language teacher in Europe. Modern language journal, 5: 429-34, May 1921.
Notes on French, Italian, German, Czech, and Norwegian schools; and methods of teaching foreign languages.

MATHEMATICS.

822. Brooks, Florence M. A reorganized course in junior high school arithmetic. Mathematics teacher, 14: 179-88, April 1921.
The course described was tried out in the seventh and eighth-grade classes of Fairmont junior high school, Cleveland, Ohio, with satisfactory result. The plan is to present, as one unit, the cumulative business ideas which come under the heading, "The application of percentage."
823. Brown, Ernest W. The history of mathematics. Scientific monthly, 12: 385-413, May 1921.
824. Elective courses in mathematics for secondary schools. Mathematics teacher, 14: 161-70, April 1921.
A preliminary report by the National committee on mathematical requirements of the National council of teachers of mathematics.
825. Kinney, J. M. The function concept in first year high school mathematics. School science and mathematics, 21: 541-54, June 1921.
Gives specific examples employed in developing the function concept.
826. Myers, G. W. Class exercise types in high school mathematics, with norms for judging them. School science and mathematics, 21: 535-40, June 1921.
Discusses six of the standard types of class exercise. In a future paper the writer will treat the problem, the topic, the application, the test, the research, and the appreciation types of class exercise.
827. National committee on mathematical requirements. Terms and symbols in elementary mathematics. Mathematics teacher, 14: 107-8, March 1921.
Preliminary report of the committee. "So far as reasonable," says the report, "the terms used should be *international*. This principle excludes the use of all individual efforts at coining new terms except under circumstances of great urgency."
828. Remarks on the report of the National committee on mathematical requirements on college entrance requirements. Mathematics teacher, 14: 137-42, March 1921.
Criticisms by E. R. Hedrick, p. 137-39; H. D. Gaylord, p. 139-42.
829. Smith, David E. Certain mathematical ideals of the junior high school. Mathematics teacher, 14: 124-27, March 1921.
Linking up the mathematics of the junior high school with the problems of real life.

SCIENCE.

830. **Hopping, Aleita.** Organization of biology and related sciences in city high schools. School science and mathematics, 21: 463-72, May 1921.

Study based on questionnaire sent to academic high schools in some of the larger cities of the United States. Says there is a very marked tendency toward placing biology in the second or higher school years.

831. **Paucot, René.** Le rôle des sciences dans l'éducation. Paris, A. Colin. 1920. 255 p. 12°.

832. **Watson, Charles H.** A plan for teaching the "principle of work" according to the psychological order. School science and mathematics, 21: 428-36, May 1921.

Describes an experiment tried by the writer with a class in physics, at the University of Kansas training school.

NATURE STUDY.

833. **Alburtis, Susan S.** How school children study trees. American forestry, 27: 291-98, May 1921. illus.

Shows how the children of the sixth, seventh, and eighth grades of the Washington, D. C., schools studied trees, in their recent campaign for a National tree, inaugurated by the American forestry association.

GEOGRAPHY.

834. **Branom, Mendel E. and Branom, Fred K.** The teaching of geography; emphasizing the project, or active, method. Boston, New York [etc.] Ginn and company [1921] viii, 292p. 12°.

835. **Miller, Émile.** Pour qu'on aime la géographie . . . Montreal, G. Ducharme, 1921. 242p., 3 l. 12°.

836. **Whitbeck, B. H.** Thirty years of geography in the United States. Journal of geography 20: 121-28, April 1921.

Presidential address given before the National council of geography teachers, Chicago, December 29, 1920.

HISTORY.

837. **Dowell, E. S.** Method of history instruction used in the Bucyrus high school. Ohio history teachers journal, March 1921, p. 237-45. Bulletin no. 21.

The method discussed is an attempt to improve the technique of history instruction.

838. **Kelsey, R. W.** History teaching in Germany. Historical outlook, 12: 153-57, May 1921.

Discusses the effects of the war on teachers and the teaching of history in Germany. Gives a syllabus of courses in modern history in Germany universities. Supplemented by a bibliography.

839. **Knowlton, Daniel C.** Syllabus for modern history in tenth grade. Historical outlook, 12: 165-84, May 1921.

Part 4 of the report of the Committee on history and education for citizenship. The work of Grades X and XI is to constitute a minimum requirement in history for all graduates of the four-year high school. Bibliography: p. 183-84.

840. **Schmitt, B. E.** Historical study in English universities. Historical outlook, 12: 109-13, April 1921.

For the benefit of teachers and students of history in America, this article gives some account of the opportunities afforded by the English universities.

841. Simpson, Mabel E. Supervised study of history. *Journal of the New York state teachers' association*, 8: 81-86, April 1921.

How best to adjust educational content and procedure to the ability of the learner of history.

MUSIC.

842. Music teachers' national association. Papers and proceedings . . . Forty-second annual meeting, Chicago, December 29-31, 1920. Hartford, Conn., Pub. by the Association, 1921. 260p. 8°. (Robert G. McCutchan, secretary, DePauw university, Greencastle, Ind.)

Contains: 1. C. H. Farnsworth: How music educates, p. 23-33. 2. K. W. Gehrkens: The music supervisor of the future, p. 34-43. 3. C. H. Miller: Music in the grade schools of the United States, p. 44-54. 4. Hollis Dann: Duties and responsibilities of the state towards music in the public schools, p. 65-67. 5. P. W. Dykema: Relation of school and community music, p. 78-88.

843. Earhart, Will. Essential factors in musical education. *Chicago schools journal*, 3: 231-36, April 1921.

Reprinted from the Music bulletin.

844. Manchester, Arthur L. Practical music and the college curriculum. *Musical quarterly*, 7: 252-60, April 1921.

A plea for practical music as a part of the college curriculum on account of its value as an educational factor.

845. Zeiner, E. A. J. Can music be made a live subject in a high school for boys? *Bulletin of high points*, 3: 5-7, May 1921.

The author shows how the study of music can be made popular with boys and how they can be encouraged to sing.

ART.

846. Hartrick, A. S. Drawing; from drawing as an educational force to drawing as an expression of the emotions. London, I. Pitman & sons, ltd., 1921. 102p. plates. 12°.

847. Mackaye, Percy. University fellowships in creative art. *Forum*, 65: 590-99, June 1921.

Discusses an experiment initiated by President R. M. Hughes in Miami university, Oxford, Ohio. The basic idea of the fellowship is the desire of the university to be instrumental in creating art and literature, not simply teaching them.

848. Quénieux, Gaston. *L'art à l'école*. *Éducation*, 12: 538-45, 577-87, April, May 1921.

849. Taylor, Stewart. Clay modelling for schools; a suggestive course for teachers of modelling and for students. London, I. Pitman & sons, ltd., 1921. 139p. front., illus. 12°. (Pitman's handwork series.)

ELOCUTION.

850. Brick, Adolph H. A graphic interpretation of the proposition for debate. *Quarterly journal of speech education*, 7: 149-57, April 1921.

851. Camp, Pauline B. Speech treatment in the schools of Grand Rapids, Mich.; a report of cases. *Quarterly journal of speech education*, 7: 120-38, April 1921.

852. Collins, G. Rowland. Problems in teaching debate. *Quarterly journal of speech education*, 7: 261-71, June 1921.

853. Flemming, Edwin G. An elementary college course in speaking. *Quarterly journal of speech education*, 7: 189-212, June 1921.

Outlines a course for a class limited to 18 students.

854. **Merry, Glenn N.** Research in speech education. *Quarterly journal of speech education*, 7: 97-108, April 1921.

Report of the research committee of the National association of teachers of speech, read at the Cleveland meeting, December 1920. The inquiry included speech correction, voice science, theory of expression, speech composition, history of oratory, dialects, reading and dramatic production, and methods.

855. **Whitmire, Laura G.** The class play. *Quarterly journal of speech education*, 7: 139-48, April 1921.

Discusses the subject of high school dramatics, with emphasis on the problem of the senior play; how to conduct rehearsals, stage management, etc.

DRAMATICS.

856. **Bullowa, Alma M.** Pantomime: its use in the high school. *Quarterly journal of speech education*, 7: 213-20, June 1921.

857. **Platt, Agnes.** Practical hints on training for the stage. London, S. Paul & co., 1920. 128p. 16°.

858. **Rodigan, Mary V.** Dramatics in the high school. *English journal*, 10: 316-26, June 1921.

Says that dramatics is "the laboratory of self-analysis and self-development"—that is to say, a high school course devoted to the special study of the theatre and of the drama. Gives suggestions for a two-year course in dramatics.

SAFETY.

859. **Payne, E. G.** Safety instruction. In St. Louis, Missouri. Board of education. Annual report, 1920. p. 90-103.

Instruction in accident prevention must be real education and should develop controls within the children themselves.

KINDERGARTEN AND PRIMARY SCHOOL.

860. **Pavlovitch, Milivoë.** Le language enfantin; acquisition du serbe et du français par un enfant serbe. Paris, H. Champion, 1920. 203p. 8°.

861. **Spirito, Ugo.** L'errore fondamentale del metodo Montessori. *Rivista pedagogica*, 14: 37-47, January-February 1921.

862. **Stockton, James L.** Infant education. *Education*, 41: 617-23, June 1921.

Says that organized education, physical and mental, should begin with "the birth of the child; that in this early time the child should remain in the home under the care of its parents, but that parents should be assisted by the agents of society in the persons of visiting physical and pedagogical nurses." Work of the infant school in conjunction with the home.

RURAL EDUCATION.

863. Conference on rural education, State normal school, Worcester, Mass. Ninth annual conference, 1921. *Education*, 41: 549-609, May 1921.

Contains: 1. W. B. Aspinwall: Strengthening the rural community through the public school and allied agencies, p. 549-53. 2. A. W. Gilbert: Cooperative relations of the community and the rural school, p. 557-61. 3. Mrs. Irene W. Landers: Can we educate rural agencies to believe in and to practice cooperation with teachers? p. 562-70. 4. Payson Smith: Rural leadership—what shall it be in the future? p. 571-76. 5. Joseph Lee: Play and the ultimates, p. 577-87. 6. C. M. Gardner: Helping young people to help themselves—the Grange method and its results, p. 588-98. 7. C. A. Eastman: What can the out-of-doors do for our children, p. 599-605.

864. **Frost, Norman.** A comparative study of achievement in country and town-schools. New York, 1921. 70 [1] p. incl. tables. 8°.
Thesis (Ph. D.)—Columbia university, 1921.

CONTENTS: Previous objective studies of achievement in country schools.—Purpose and scope of the present study.—Achievement measured by the Trabue language scales.—Achievement measured by the Courtis standard research tests in arithmetic series B.—Achievement measured by the Thorndike silent reading scale Alpha 2.—Summary and conclusions.

865. **Gregg, Rachel E.** Rural school standards. *Virginia teacher*, 11: 123-28, May 1921.

SECONDARY EDUCATION.

866. **Davis, C. O.** The North central association. *School review*, 29: 441-50, June 1921.

Discusses the work of the North central association of colleges and secondary schools in accrediting secondary schools.

867. **Richardson, Myron W.** Making a high school program. Yonkers-on-Hudson, New York, World book company, 1921. vii, 27 p. fold. charts. 12°. (School efficiency monographs)

A clear exposition of the principles governing program making in high schools generally.

868. **Simmonds, Frank W.** Six-year high school in Lewiston (Idaho). *Educational administration and supervision*, 7: 291-97, May 1921.

869. **Sumstine, D. R.** The high school problem. *Pennsylvania school journal*, 69: 465-70, May 1921.

Given before the sixteenth annual convention of the High school department of the Pennsylvania state educational association.

TEACHER TRAINING.

870. **Aspinwall, William B.** The value of student-teaching in a teacher-training course, as judged by graduates of one, two, three, and four years' experience. *Educational administration and supervision*, 7: 267-73, May 1921.

Says that student teaching is one of the most valuable parts of the teacher-training course.

871. **Charters, W. W.** The improvement of college teaching. *School and society*, 13: 494-97, April 23, 1921.

Courses in college teaching offered by Carnegie institute of technology.

872. **Colorado. State normal school, Greeley.** Sections three, four, and five of the educational survey of Colorado state teachers college. III. Entrance and graduation requirements. IV. Teachers' qualifications, salaries, and total load, student load. V. Accounting and costs. Greeley, Col., The board of trustees, 1921. 60p. 8°. (Colorado. State teachers college bulletin ser. XX, no. 9, December, 1920.)

873. **Hertzog, Walter S.** A budget system for normal schools. *Educational administration and supervision*, 7: 274-83, May 1921.

Emphasizes the value of a budget system, and gives standards for budget items.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

874. Boas, George. What do teachers know? *Atlantic monthly*, 127: 666-69, May 1921.

A rejoinder to Professor West's article on what students do not know, which appeared in the March *Atlantic*. Says the issue is the education, not of the student, but of the teacher. In order to have intelligent students, we must have intelligent teachers. It should be recognized, also, that intelligence does not come from the mere acquisition of facts.

875. Eaton, Emily. Co-operative living for teachers. *Normal instructor and primary plans*, 30: 17-18, 65, June 1921.

Describes plans tried by teachers that have been successful.

876. Morrison, Cora B. The Denver salary schedule. *Survey*, 46: 111-12, April 23, 1921.

Discusses the salary schedule for the teachers in the public schools of Denver, which became effective on December 1, 1920. The plan was developed in a democratic way and carried out by the Grade teachers' association, an organization of 925 elementary and junior high school teachers.

877. Pearson, Francis B. The teacher. New York, C. Scribner's sons, 1921. 142p. 16°. (Vocational series.)

878. Stayer, Samuel Bechtel. The status of teachers in junior high schools. *School review*, 29: 379-87, May 1921.

A study of certain facts concerning the organization, administration and teaching staff of junior high schools, on the basis of data which were obtained by questionnaires sent to cities of different sizes in every state of the country.

879. Wade, J. H. Opportunities of teaching. *School life*, 6: 1, 13-14, May 1, 1921.

Teaching is the most vital of all professions and its importance should be placed before every man finishing his college course.

880. Watson, B. M. Merit and other factors in teachers' salary schedules. *American school board journal*, 62: 33-35, 112, May 1921.

The aim of this study is to find out the practice of the larger cities and towns in the formation and administration of teachers' salary schedules and to make helpful generalizations concerning this problem.

HIGHER EDUCATION.

881. National association of state universities in the United States of America. Transactions and proceedings . . . Vol. 18, 1920. Annual meeting . . . Washington, D. C., November 12-13, 1920. 16Sp. 8°. (Frank L. McVey, secretary, Lexington, Ky.)

Contains: 1. G. C. Sellery: Address [Junior colleges], p. 40-44. 2. A. A. Murphree: Address [Poor scholarship in universities], p. 51-59. 3. Frank Aydelotte: Address [American Rhodes scholars], p. 78-86. 4. S. P. Capen: Address [National survey of state universities], p. 101-8. 5. David Kinley: Address [Need of increased revenues for state universities], p. 126-34.

882. Borden, Fanny, comp. A list of references on college and university government and administration, 1819-1920. Poughkeepsie, N. Y., Vassar college, 1921. 39p. 12°. (Vassar college bulletin, vol. X, no. 3, May 1921)

883. Brown, Elmer E. Too many college students. *North American review*, 213: 743-52, June 1921.

Concludes that we do not have too many college students at the present time, and that the point of saturation in this regard is still remote.

884. Brown, Rollo Walter. Educational unleveling. *Harper's magazine*, 142: 728-36, May 1921.
 Writer is professor of rhetoric and composition in Carleton college, Minnesota. He says that present methods of college instruction, in being adapted to the less efficient students, are unjust to the students of ability. In order to fit itself for the training of leaders the colleges must give up present methods of advertising, quantitative standards, and pseudo-democracy and free itself from provinciality.
885. Chapman, J. C. The failure of the college. *School and society*, 13: 511-17, April 30, 1921.
 Two mistakes of college administration are the failure of the college to recognize the existence of the heterogeneous student body and the failure of college leaders to create in the student body a proper respect for learning.
886. Chicago association of commerce. Special committee. Report and recommendations; special committee of the Chicago association of commerce on the conditions and affairs of the University of Illinois, Urbana-Champaign, Ill. [Chicago, 1921] 16p. 8°.
 William P. Sidley, chairman.
887. Dunham, James H. A new orientation for the graduate school. *Educational review*, 61: 410-23, May 1921.
 Discusses principally the training of the teacher as one of the vital functions of the graduate school. Also argues for centralization of graduate work within a single zone.
888. Foster, F. M. University government by constitution. *School and society*, 13: 572-77, May 14, 1921.
 The author outlines a form of government for a university which he thinks to be reasonable and democratic.
889. George Washington university, Washington, D. C. Proceedings of the centennial celebration of George Washington university, February 19-26, 1921, and general university information. [Washington, D. C., The University, 1921] 94p. front. illus. 8°. (*On cover*: George Washington university bulletin, vol. xx, no. 1)
890. Hopkinson, Sir Alfred. Oxford fifty years ago. *Contemporary review*, 119: 509-18, April 1921.
 An historical and social study of Oxford university in the seventies; old customs and undergraduate life.
891. Kolbe, P. R. The junior college and municipal universities. *School and society*, 13: 451-56, April 16, 1921.
 Delivered before the first annual meeting of the American association of junior colleges, Chicago, February 16, 1921.
892. Koos, Leonard V. Where to establish junior colleges. *School review*, 29: 414-33, June 1921.
 Says that the public junior colleges will eventually come to draw more largely than they have from outside the immediate community which they serve. With the acceptance of the junior-college idea and the provision of dormitories, the local character of the junior college will change.
893. Poteat, W. L. The re-organization of higher education. *Baptist education bulletin*, 2: 7-11, April 1921.
 Annual presidential address before the Southern Baptist education association.
894. Street, G. S. Oxford; a thought or two. *Nineteenth century*, 89: 819-24, May 1921.
 Effect on Oxford life of women students.

895. Technology's war record; an interpretation of the contribution made by the Massachusetts institute of technology, its staff, its former students and its undergraduates to the cause of the United States and the allied powers in the Great War, 1914-1919. Published by the War records committee of the Alumni association of the Massachusetts institute of technology. [Cambridge, Mass., The Murray printing company, 1920] 747p. front. (port.) illus. 4°.
896. Williams, Frankwood E. Mental hygiene and the college student. Mental hygiene, 5: 283-301, April 1921.
Effects of emotional life in the student. Says that the emotions as well as intellect and mental hygiene as well as physical health must be made a part of the educational program.
897. Woodbridge, Frederick J. E. After thirty-five years; a freshman of '85 to a freshman of to-day. Atlantic monthly, 127: 721-31, June 1921.
Discusses the radical and far-reaching differences between higher education at present and the college education of a generation ago. The task of college students is progressively to develop, by working with what we are and what we have, the steady devotion to American society.

SCHOOL ADMINISTRATION.

898. Pratt, O. C. Problem of school finance. Intermountain educator, 16: 344-50, April 1921.
899. Walter, Arthur. School finances of Monterey county, California, and the crisis in education. [Salinas, Cal., 1921] 30p. incl. diagrs. 8°.

SCHOOL MANAGEMENT.

900. Buckingham, B. R. An experiment in promotion. Journal of educational research, 3: 326-35, May 1921.
An experiment tried in the high schools of Springfield and Decatur, Illinois. Deals with a scheme of provisional promotion.
901. Davis, C. O. Duties of high-school principals. School review, 29: 337-50, May 1921.
His task is to formulate policies, suggest modes of procedure for executing them, lead his assistants into new realms of thought, and guide and co-ordinate individual and group efforts.
902. Minor, Ruby. A "case" study of supervision. Educational administration and supervision, 7: 214-54, May 1921.
Contains a description of the recitation; a report of the conference between supervisor and teacher in conversational form; and a summary of the chief points where skill was shown.
903. Paton, J. L. Punishment, corporal and otherwise. Journal of education and School world (London), 53: 357-59, June 1921.
904. Stockton, J. L. The overcrowded elementary-school course of study. Elementary school journal, 21: 678-87, May 1921.
Elimination and reorganization of subjects which diminishes their number and which takes account of "cumulative effect," correct spiral order and stages of mental growth, are the remedies for overcrowded course of study.
905. Swartz, John. The advertising page in school work. Progressive teacher, 27: 18-21, April 1921.
Supt. Swartz advocates the use of the advertising page to arouse interest and illustrate subjects taught in elementary and high schools.
906. Wagner, Charles A. Common sense in school supervision. Milwaukee, Wis., The Bruce publishing company [1921] 204 p. 12°.
This work proposes to produce two definite results: First, interest, sympathy, and enthusiasm for the right kind of supervision; second, clearness and adequacy of perception of the relations discussed.

SCHOOL BUILDINGS AND GROUNDS.

907. **District of Columbia.** Board of education. Special report on schoolhouse accommodations submitted to the Board of education of the District of Columbia by the superintendent of schools. [Washington, 1920] 71 p. 8°.

908. **Donovan, John J. and others.** School architecture; principles and practices. New York, The Macmillan company, 1921. xix, 724 p. illus. (incl. plans) f°

This treatise is the joint product of 20 collaborators—school administrators and specialists in the various fields of instruction as well as architects and engineers. The method followed is first of all to describe the organization of the school and its several departments, and then to show how this organization affects the school plan and architecture.

909. **Jackson, Edward and others.** Daylight in the schoolroom. School life, 6: 1-2, 11-12, May 1, 1921.

Report of subcommittee on lighting and conservation of vision in schools to the Joint committee on health problems in education of the National council of education and the Council on health and public instruction, American medical association.

910. **Yale memorial quadrangle and Harkness tower.** Architecture and building, 53: 35-38, May 1921. Also 7 pages of plates, and cover design.

Describes and illustrates the new memorial quadrangle at Yale university, New Haven, Conn.

SCHOOL HYGIENE AND SANITATION.

911. **Curtis, Robert D.** Standards and methods for health work among children of pre-school age. Modern medicine, 3: 244-47, April 1921.

SEX HYGIENE.

912. **Curtis, Henry S.** Education in matters of sex. Pedagogical seminary, 28: 40-51, March 1921.

Discusses sex education in the home, elementary and secondary schools, the college, normal school, and medical college. Recommends the employment of a competent specialist in sex instruction, either in connection with the city health department or with the schools, who would keep in touch with the moral conditions in the city and the schools, give instruction to the students of the high schools, and organize courses for parents in the evening.

913. **Galloway, Thomas W.** The responsibilities of religious leaders in sex education. Social hygiene, 7: 139-57, April 1921.

An address delivered before the department of theological seminaries, Religious education association, Pittsburgh convention, 1920. Discusses the subject of sex education, and the problems relating thereto that should be considered in seminary courses.

914. **Wembridge, Harry A.** A new emphasis in social hygiene education. Social hygiene, 7: 159-80, April 1921.

PHYSICAL TRAINING.

915. **Barry, Thomas J.** Measuring results of training in physical education in an elementary school. American physical education review, 26: 119-26; March 1921.

The experiment of the Thomas N. Hart all-boys' elementary school of Boston in attempting to measure the efficiency of its physical training.

916. Capper, Arthur. Universal physical education is essential. *Nation's health*, 3: 280-81, May 1921.
 Discusses federal and state cooperation in promoting physical education; outlines the objects of the national bill for physical education, introduced in Congress by Representative Fess and Senator Capper.
917. Hetherington, C. W. Special objectives of physical education with relationships to public health. *American journal of public health*, 11: 520-28, June 1921.
 Physical education has been shifted from the home to the school so recently that it needs interpretation.
918. Sundwall, John. Health education and activities in colleges and universities. *American physical education review*, 26: 164-71, April 1921.
 Address given before the Council of public health and legislation, American medical association, Chicago, March 5, 1920.
 The colleges and universities must accept their share of responsibility and do their part in the physical regeneration of America.
919. ——— Interrelationship between physical education and students' health service. *American physical education review*, 26: 172-79, April 1921.
 Outlines the historical development of physical education and the students' health service movements, with their aims and activities.

PLAY AND RECREATION.

920. Camp, Walter. Training for sports. New York, C. Scribner's sons, 1921. 191p. front., plates. 12°. (School, college, and active service athletics)
921. Einert, Margaret. The rhythmic dance book. London, New York [etc.] Longmans, Green and co., 1921. 96p. front., plates. 12°.

SOCIAL ASPECTS OF EDUCATION.

922. Edman, Irwin. Human traits and their social significance. Boston, New York [etc.] Houghton Mifflin company [1920] xi, 467p. 12°.
 This book is intended to serve as a text in social psychology, and to clarify the student's understanding to serve as a text in social government and industry by imparting a knowledge of the human factors which they involve. It gives a bird's-eye view of the processes of human nature, from man's simple inborn impulses and needs to the deliberate activities of religion, art, science, and morals.
923. McDougall, William. The group mind; a sketch of the principles of collective psychology with some attempt to apply them to the interpretation of national life and character. New York and London, G. P. Putnam's sons, 1920. xxii, 418p. 8°.
924. Myers, J. S. Student social life. *School and society*, 13: 541-47, May 7 1921.
 An exposition and explanation of certain phases of educational life and suggestions for the improvement of conditions.
925. Steiner, Jesse F. Education for social work. *American journal of sociology*, 26: 744-66, May 1921.
 Discusses the social-work laboratory; recent developments in the preparation for social work; and the social work clinic, the latter has to do with social adjustments. Its activities comprise social work with groups, and social work with communities.
926. Williams, J. T. Education in recent sociology. *Education*, 41: 639-49, June 1921.
 Third paper of series. The data for this study are based on A. J. Todd's "Theories of social progress."

MORAL AND RELIGIOUS EDUCATION.

927. American Baptist publication society. Week-day religious educational division. Week-day religious education; a survey of the situation . . . [Philadelphia, 1921] 22p. 8°. ([Publication] no. 1)
928. Behan, Warren P. Correspondence courses for non-collegians. Religious education, 16:147-57, June 1921.
Correspondence courses for the ministry.
929. Cope, Henry F. The professional organization of workers in religious education. Religious education, 16:162-67, June 1921.
930. Mackinnon, M. C. The church cinema in operation; a Canadian church and its new ally—the inside story. Educational film magazine, 5:12-13, June 1921.
To be concluded in July issue.
Describes the use of the cinema by the Hallville Presbyterian church, Mountain, Ontario, Canada.

MANUAL AND VOCATIONAL TRAINING.

931. Allen, Frederick J. A guide to the study of occupations; a selected critical bibliography of the common occupations with specific references for their study. Cambridge, Harvard university press; London, H. Milford, 1921. 183p. 8°.
932. Anderson, Frank V. The evolution of workers' education. Educational review, 61:384-88, May 1921.
Says that the labor movement of to-day tends to place its faith in schools supported and administered by the trade unions.
933. Brewer, John M. Should the schools teach labor problems? Educational review, 61:399-409, May 1921.
Makes a plea for a better understanding of the need for and the process of education in industrial problems in public schools.
934. Gompers, Samuel. The workers and education. Educational review, 61:381-83, May 1921.
Says that the human side of production is only now being appreciated. Education must have this point in view in training workers as well as directors of work.
935. Mitchell, Broadus. Helping workers to think. Educational review, 61:389-98, May 1921.
Discusses an experiment in Baltimore, Md., in conducting a labor college.
936. Roehl, Louis M. Rope work. Milwaukee, Wis., The Bruce publishing co. [1921] 47 p. illus. 8°.
For use in instructing farm boys in rope work in agricultural schools and elsewhere.
937. Snedden, David, ed. Vocational home-making education; illustrative projects. New York city, Teachers college, Columbia university, 1921. 149 p. 8°.
938. Vocational education in agriculture, trades and industries, commerce, and home economics. Vocational summary, 3:170-73, March 1921.
The Vocational education act of 1917 and the Fess amendment.
939. Withrow, James R. The entrance of industry into education. Educational review, 61:369-80, May 1921.
Discusses the educational activities of various large manufacturing concerns. Says that the advent of industry into education will furnish one relief to over-crowded colleges, especially technical schools.

VOCATIONAL GUIDANCE.

940. **Brewer, John M.** Guidance in the high school with special reference to college entrance. *School review*, 29: 434-48, June 1921.

Says that positive and affirmative work in the matter of selection can be done in the high school, provided the selection and classification are always understood as tentative and do not mean radical separation of children.

COMMERCIAL EDUCATION.

941. **Power, Ralph L.** Degrees in commerce and business administration. *Education*, 41: 632-35, June 1921.

Says that "the day of the *collegiate* business school is here, with its requirements for entrance and graduation as standard as the college of liberal arts."

PROFESSIONAL EDUCATION.

LAW.

942. **Leaming, Thomas.** The study of law in England. *American law school review*, 4: 627-32, May 1921.

MEDICINE.

943. **Gillett, Harriet M.** The future of teaching in schools of nursing without university relationship. *American journal of nursing*, 21: 546-51, May 1921.

944. **National league on nursing education.** Committee on education. Preliminary report on university schools of nursing. *American journal of nursing*, 21: 620-29, June 1921.

Discusses stages in the development of university education for nurses (types of courses already organized); the main arguments in favor of establishing schools of nursing in universities; what standards must be met to admit any professional school or department to university status, etc. To be continued.

945. **Smith, W. H.** Adequate medical service for a community. *Journal of the American medical association*, 76: 1055-62, April 16, 1921.

Discusses the problems of medical teaching, preventive medicine, diagnosis and treatment. Gives a résumé of the efforts at standardization of hospitals.

946. **Ward, Robert De C.** Instruction in climatology. *Boston medical and surgical journal*, 94: 477-79, May 12, 1921.

The relation of climate to the treatment of diseases.

ENGINEERING.

947. **Society for the promotion of engineering education.** Proceedings of the twenty-eighth annual meeting held at the University of Michigan, Ann Arbor, Mich., June 29-July 2, 1920. Vol. 28. Pittsburgh, Pa., Office of the secretary, 1920. 389p. 8°. (F. L. Bishop, secretary, Pittsburgh, Pa.)

Contains: 1. A. M. Greene: Requirements: Coöperation between preparatory schools, colleges and the industries as viewed from the standpoint of the educator, p. 28-40. 2. R. D. Chapin: Coöperation between education and industry from the viewpoint of the manufacturer, p. 41-51. 3. I. N. Hollis: Engineering societies and engineering education, p. 80-121. 4. F. N. Newell: Pay of engineering educators, p. 152-74. 5. H. B. Shaw: Coöperation between engineering schools and the utilities, p. 185-201. 6. E. F. Coddington: An experiment in the teaching of calculus, p. 206-18. 7. W. H. Timble: A coöperative course in electrical engineering conducted by Massachusetts institute of technology and general electric company, p. 250-68. 8. S. A. Harbarger: The qualifications of the teacher of English for engineering students, p. 298-306. 9. M. L. Burton: What must the colleges do? p. 370-83.

948. **Hammond, John Hays.** The engineer. New York, C. Scribner's sons, 1921. 194p. 16°. (Vocational series.)
949. **Nichols, Ernest F.** [Technical education.] Science, n. s. 53: 523-27, June 10, 1921.
Inaugural address as president of the Massachusetts institute of technology.
950. **Walters, Raymond.** Scholarship and eminence in engineering. Engineering education, 11: 361-76, April 1921.
A study of the scholastic training of a group of eminent engineers of the United States.

CIVIC EDUCATION.

951. **Hamilton, J. G. de R. and Knight, E. W.** Education for citizenship. Historical outlook, 12: 197-208, June 1921.
Conclusions based on close observation concerning principles and practices of army education.
952. **Rugg, Harold.** Needed changes in the committee procedure of reconstructing the social studies. Elementary school journal, 21: 688-702, May 1921.
A criticism of the work of the Joint committee on history and education for citizenship of the American historical association and the National education association.

AMERICANIZATION.

953. **Berkson, Isaac B.** Theories of Americanization; a critical study with special reference to the Jewish group. New York city, Teachers college, Columbia university, 1920. viii, 226p. diagr. 8°. (Teachers college, Columbia university. Contributions to education, no. 109.)
Thesis (Ph. D.)—Columbia university.
954. **Daniels, John.** America via the neighborhood. New York and London, Harper & brothers, 1920. 462 [1] p. plates. 12°. (Americanization studies. Allen T. Burns, director.)
955. **Davis, Michael M.** Immigrant health and the community. New York and London, Harper & brothers, 1921. 481 [1] p. front., illus. 12°. (Americanization studies. Allen T. Burns, director.)
956. **Massachusetts. Department of education.** Proceedings of the state conference on immigrant education in Massachusetts industries. Under the joint auspices of the Massachusetts State Department of education and the Associated industries of Massachusetts, Plymouth, Mass., September 16, 17, 18, 1920. Boston, Mass., 1920. 124p. 8°. (Massachusetts. Bulletin of the Department of education. vol. V, no. 6, whole no. 32, November 1920)
957. **Newman, Minnie M.** The teaching of English and the foreign-born woman. New York city, The Womans press, 1920. 45p. 16°. (Foreign community series)
958. **Speek, Peter A.** A stake in the land. New York and London, Harper & brothers, 1921. xxx, 266p. plates. 12°. (Americanization studies. Allen T. Burns, director)
Introduction by Richard T. Ely, p. xv-xxvi. Part I of this book deals with settlement of immigrants on the land. Part II deals with rural educational agencies, private schools, immigrant churches, public schools, education of adult immigrant settlers, library and community work.

959. Woellner, F. P. The teaching of history as a factor in Americanization. *School and society*, 13: 585-91, May 21, 1921.
Delivered at Conference on Americanization and citizenship, Atlantic City, February 1921.

EDUCATION OF SERVICE MEN.

960. Sylvester, C. W. Vocational rehabilitation of disabled ex-service men. *Visual education*, 2: 13-21, 52, May 1921.
A detailed account of how the United States is paying her draft of honor to her disabled ex-service men by removing their handicap through vocational training.

EDUCATION OF WOMEN.

961. Coolidge, Calvin. Enemies of the republic. Are the "reds" stalking our college women? *Delineator*, 98: 4-5, 66-67, June 1921.
First of a series of three articles written by the vice-president of the United States "in the interest of our country's common weal."
962. Dewar, Katharine C. The girl. With a chapter on "Welfare work" by Gladys H. Dick. London, G. Bell and sons, ltd., 1920. 191 p. 12°. (Half-title: The social service library. IV.)
963. Renauld, Charlotte. Jeunes filles d'Amérique. *Revue universitaire*, 30: 287-99, April 1921.
Based on the experience of the writer as a French visiting teacher employed in the Hunter college of the city of New York. She analyzes the characteristics of the student body, comments on American methods of teaching, and pays a tribute to the features of confirmation of the will and development of the social sense in American education.
964. Tolman, Mary H. Positions of responsibility in department stores and other retail selling organizations; a study of opportunities for women. New York city, The Bureau of vocational information, 1921. 126 p. 8°. (Studies in occupations, no. 5)

NEGRO AND INDIAN EDUCATION.

965. Ferguson, George O., jr. The mental status of the American negro. *Scientific monthly*, 12: 533-43, May 1921.
Says that as yet comparatively little of a scientific nature has been done in investigating the mind of the negro. Concludes that the mental differences between whites and negroes, in general, shows that there should be a difference in the organization of the schools of the two races. "Psychological study of the negro indicates that he will never be the mental equal of the white race."
966. Sells, Cato. The Indian bureau and its schools. *Indian leader*, 24: 8-16, April 1921.
An illustrated account of the work done by the Indian bureau in educating the Indian.
967. Williams, Talcot. A "close-up" of negro education. *Independent*, 105: 538-39, May 21, 1921.
An appreciation of the work of Hampton institute, Va.

EXCEPTIONAL CHILDREN.

968. Badanes, Julie E. The first practical steps in selecting gifted children in a large city school. With an introduction by Saul Badanes. New York, N. Y., [Continental printing co.] 1921. 22 p. 4°.

969. **Gesell, Arnold.** Vocational probation for subnormal youth. Mental hygiene, 5: 321-26, April 1921.

Says that "the school can not exclude the moron on the one hand, and it can not graduate him on the other. The only solution is a modification of law and practice that will safeguard the subnormal when he leaves school." Discusses the work of the Connecticut commission on child welfare, and its efforts in behalf of exceptional school children.

970. **Lurie, Louis A.** Treatment of the subnormal and psychopathic child: a new avenue of approach. Journal of the American medical association, 76: 1386-89, May 21, 1921.

Discusses the necessity for careful physical examinations in measuring the mentality of children; the importance of environmental make-up, etc. Gives reports of cases.

971. **Wallin, J. E. W.** Psycho-educational clinic and special schools. In St. Louis, Missouri. Board of education. Annual report, 1920. p. 131-55.

Development of special types of classes for mentality, morally, and educationally handicapped children in the St. Louis schools.

EDUCATION EXTENSION.

972. **McDonough, E. M.** Organization and administration of a continuation school. Industrial-arts magazine, 10: 203-6, June 1921.

To be concluded in July.

973. **Rader, L. W.** Continuation schools. In St. Louis, Missouri. Board of education. Annual report, 1920. p. 103-31.

How the continuation school was organized and developed.

974. **Talley, Truman H.** The chautauquas—an American achievement. World's work, 42: 172-84, June 1921.

Describes the history and activities of the Chautauqua movement in the United States. Illustrated.

LIBRARIES AND READING.

975. **Bostwick, Arthur E., comp.** The library and society; reprints of papers and addresses. New York, The H. W. Wilson company, 1920. 474p. 12°. (Classics of American librarianship, ed. by Arthur E. Bostwick.)

976. **Bridge, G. F.** The decline of the book. Journal of education and School world, 53: 78-80, February 1921.

Says that in English education, the books which were once "venerable preceptors" and "instructive friends" are now regarded merely as "entertaining companions."

977. **Cleveland. Board of education.** The school use of Cleveland's public library. [Cleveland, Board of education, Division of publications, 1921] 8 p. illus. 12°. (Monograph no. 15)

One of a series of bulletins on what Cleveland's public schools are doing.

978. **Curtis, N. C.** The Ricker library; a familiar talk to students of architecture in the University of Illinois. [Urbana, The University of Illinois] 1920. 77 p. illus. 8°. (On cover: University of Illinois bulletin, vol. xvii, no. 29)

979. **Fick, R.** Die not der deutschen bibliotheken. Zentralblatt für die gesamte unterrichts-verwaltung in Preussen, 63: 176-81, April 20, 1921.

Depicts the need of the German libraries for recent books and periodicals published outside of Germany, and shows how various friends in America and Europe are assisting these libraries to fill the gaps in their collections caused by the war.

980. Horton, Marion. References on high school libraries. *Library journal*, 46: 451-54, May 15, 1921.
981. Milam, Carl H. How shall we reach the non-book reader? *Publishers' weekly*, 99: 1483-87, May 21, 1921.
An address delivered at the convention of the American booksellers' association, Atlantic City, N. J., May 10, 1921.
982. Parks, Carrie B. A high school library in action. *English journal*, 10: 274-80, May 1921.
Work at the Gilbert school at Winsted, Conn. Early in the freshman year the English classes begin a series of library lessons given to freshmen and sophomores by the librarian until the pupils have adequate training in methods of using the library.
983. Sierra educational news, vol. xvii, no. 6, June 1921. County library number. Pub. by California council of education, San Francisco.
Contains numerous contributions by specialists in county library work, including the following: 1. Carl H. Milam: The nation's need. 2. M. J. Ferguson: Burbanking the library plant. 3. J. E. Morgan: The National education association and county libraries. 4. Mabel R. Gillis: Legislation needed to establish county free libraries.
984. Smith, L. O. The high school library. *Public libraries*, 26: 349-50, June 1921.
985. Willis, James F. *Bibliophily or booklove*. Boston and New York, H. Mifflin co., 1921. 83 p. 16°.

